

BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
September 1, 2020
Online/Virtual Zoom Meeting

IMPORTANT MEETING NOTICE: Pursuant to the Governor's Proclamation No. 20-28, school board meetings during the COVID-19 disease outbreak must not take place in-person, but occur remotely. Members of the public are invited to attend by clicking here: <https://zoom.us/j/99489296021> or may listen to the meeting by calling 1-253-215-8782 and entering the following meeting id code: 994 8929 6021.

I. **CALL TO ORDER:** (5:30 p.m.) *Mr. Wells*

II. **FLAG SALUTE (Temporarily Suspended for Online/Virtual Zoom Meetings):**

III. **ROLL CALL:**

Mr. Sam Wells, President	Mr. Eric Rindal
Mr. Derek Sarley, Vice President	Mrs. Terri Trick
Mrs. Ruth Ladderud	

IV. **APPROVAL OF AGENDA:** *Mr. Wells*

V. **CONSENT AGENDA:** *Mr. Wells*

1. Personnel Report
2. Non-Athletic Extra & Co-curricular Contracts
3. September 1 Accounts Payable and August Payroll
4. Minimum Basic Education Requirement Compliance
5. Washington State School Directors' Association Boards of Distinction Application
6. Regular Business Meeting Minutes of August 18, 2020

VI. **STUDY ITEMS:** (5:35 p.m.) *Mr. Wells*

1. Fall 2020 Reopening Update: *Dr. Wade Smith*
2. Budget Update: *Dr. Wade Smith & Mrs. Nancy Taylor*

VII. **ADJOURNMENT:** (6:30 p.m.) *Mr. Wells*

PERSONNEL REPORT

September 1, 2020 – Board Meeting

Date: August 31, 2020

RESIGNATION/RETIREMENT

Classified: Rosa Coronado, Head Secretary, Lincoln High School, 25 years
Alexis Vezina, Para-Educator, Green Park Elementary School, 4 years
Ali Walker, Administrative Secretary, Teaching & Learning, 4 years

LEAVE OF ABSENCE

Classified: Dakotah Fryatt, Para-Educator, Walla Walla High School, 3 years

- September – December 2020 to complete his student teaching practicum

 Joseph Norby, Para-Educator, Berney Elementary School, 4 years

- For the 2020-2021 school year

LAYOFF (voluntary and/or ineligible for furlough)

NAME	LOCATION	POSITION
Adams, Scott	Bus Driver	Transportation
Bray, Janice	Nutrition Services	Sharpstein
Butler, Elizabeth	Nutrition Services	Wa-Hi
Cosgrove, Kay	Para-Educator	Transportation
Duncan, Kody	Bus Driver	Transportation
Hardesty, David	Bus Driver	Transportation
Hyde, Suzanne	Nutrition Services Para-Educator	Wa-Hi Transportation
Jara, Rogelio	Bus Driver	Transportation
Johnson, Mary	Para-Educator	Transportation
Mann, Kimberly	Nutrition Services	Edison
Mina-Nelson, Menell	Para-Educator	Berney
Noffsinger, Jamie	Bus Driver	Transportation
Perez, Dulce	Nutrition Services	Prospect Point
Swagger, Jenny	Nutrition Services	Garrison
Tompkins, Nancy	Para-Educator	Transportation
White, Shannon	Nutrition Services	Wa-Hi

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2020-2021

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Roger Garcia	GA	Guiding Coalition Team
Jennifer Hein	W	AVID Advisor
R. Clayton Hudiburg	W	Science Department Head
Spencer Iacolucci	W	Counselor Head
Jamie Kemano	W	English Dept. Head
Julie Laufenberg	W	Fine Arts Dept. Head
Scott Magnaghi	W	Math Department Head
Aaron Martin	W	World Languages Dept. Head
William Plucker	W	Social Studies Dept. Head
Marquilyn Shields	W	Physical Ed Dept. Head
Brian Taylor	W	Special Ed Department Head

WARRANT SUMMARY

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 1, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
9/1/2020	200000	Through	200098	\$ 711,697.66
9/1/2020	202100001	Wire Transfer	202100007	\$ 564.26

		Capital Projects		
9/1/2020	200000	Through	200009	\$ 638,488.67

		ASB		
9/1/2020	200000	Through	200004	\$ 4,368.32

		Transportation Vehicle		
		Through		

		Payroll		
8/31/2020	193762	Through	193795	\$2,135,616.99
8/31/2020	1400001	Wire Transfer	1400988	\$2,856,622.95
8/31/2020	N/A	Payroll Taxes	N/A	\$ 954,932.76

TOTAL:	\$7,302,291.61
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SCHOOL BOARD PRESIDENT:

SECRETARY TO THE BOARD:

Mr. Sam Wells

Dr. Wade Smith, Superintendent

600 Minimum Basic Education Requirement Compliance

Fiscal Year: 20-21

Milestone: Draft (Printed 8/24/2020)

District: Walla Walla Public Schools

Organization Code: 36140

ESD: Educational Service District 123

Page 1

STATE BOARD OF EDUCATION

2020-2021 – Minimum Basic Education Requirement Compliance

The people of Washington are in the midst of an epidemic that has challenged the education system's ability to deliver a program of basic education while public health measures such as closures or social distancing are in place. In response to this challenge, the State Board of Education adopted emergency rules on July 9 to ensure that for the 2020-2021 school year, local education agencies may count modalities of delivering instruction other than in-person instruction. This rule was developed in collaboration with Office of Superintendent of Public Instruction and is supportive of their concept of ensuring predictable funding for basic education. Although in-person instructional offering should be prioritized as allowable by state and local health departments, this rule allows for distance learning as needed to support children during a public health crisis. Local education agencies are expected to meet instructional hour requirements and offer basic education as the paramount duty of the state of Washington. This Basic Education Compliance reporting and timely submission of reopening plans to the Superintendent of Public Instruction and State Board of Education is of greater importance this year. Please accurately complete this information and **ensure that reopening templates are completed at least two weeks before school begins and no later than September 15 for any district.** [Rule: [WAC 180-16-195 and 180-16-200](#), Published in [WSR 20-15-153](#); Statutory Authority: RCW 28A.150.220(7)]

Please see the following changes to WAC 180-16-195 and 180-16-200 that were put into effect via emergency rule in [WSR 20-15-153](#) and are going through the permanent rulemaking process. The State Board of Education has developed an [updated FAQ on instructional hours](#) that we will update as emergent issues arise.

(1) For the 2020-2021 school year, local education agencies shall submit a copy of the reopening schools plan to the State Board of Education and Superintendent of Public Instruction two weeks before school begins and no later than September 15, 2020. (Note: The completion of the reopening template is essential this concept and should be prioritized.)

(4) For the 2020-2021 school year, "instructional hours" as defined in RCW 28A.150.205 are not limited to in-person educational services. Local education agencies may count as instructional hours towards the minimum district-wide annual average those hours of educational activity planned by and under the direction of school district staff that are delivered through learning modalities which may include but are not limited to distance learning, hybrid classrooms, rotating schedules, or other methods that allow for delivery of basic education services during the COVID-19 epidemic. The following are applicable to the 2020-2021 school year:

- a. Nothing in this section supersedes applicable statutory or Office of Superintendent of Public Instruction funding allocation requirements; and,
- b. Days in which instructional hours are offered shall count as school days for the purpose of meeting the minimum 180-day school year requirements;

- c. Local Education Agencies must implement a system consistent with OSPI attendance rules; and,
- d. The State Board of Education will revisit this rule no later than its regularly scheduled July 2021 board meeting.

INSTRUCTIONS: This report is a prospective assurance that the district meets minimum requirements of the program of basic education and includes a requirement to submit a reopening supplement based on the OSPI 2020 reopening template. That reopening template is collected through a survey that OSPI separately released and is provided on the COVID-19 page of this Form Package. The majority of page one is dedicated to assurances that districts are in compliance with minimum requirements. Page two asks that districts that offer high school provide information regarding local graduation requirements. If the school district does not offer high school, page two may be skipped. Page three requires certification that the district is in compliance with basic education requirements and minimum high school graduation requirements.

If the district is below minimum requirements due to a waiver from minimum requirements, please simply check "in compliance." If the district has questions about its compliance status, then please email [PARKER TEED](mailto:parkerteed@sbek12.org) (Parker can call you if requested by email – we are receiving a high volume of calls) or describe the issue in the text box below and State Board of Education (SBE) staff will contact you when reviewing this attestation.

Please Check One		
Yes	No	
<input checked="" type="radio"/>	<input type="radio"/>	<p>Minimum 180-Day School Year (RCW 28A.150.220, RCW 28A.150.203, RCW 28A.150.315)</p> <p>The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education or Superintendent of Public Instruction.</p>
<input checked="" type="radio"/>	<input type="radio"/>	<p>Kindergarten Minimum Instructional Hour Offering (RCW 28A.150.220, RCW 28A.150.205, RCW 28A.150.315)</p> <p>The district makes available to students enrolled in kindergarten at least a minimum instructional hour offering of 1,000 hours.</p>
<input checked="" type="radio"/>	<input type="radio"/>	<p>Grades 1-12 Minimum Instructional Hour Offering (RCW 28A.150.220(2), RCW 28A.150.205, WAC 180-16-200)</p> <p>The district makes available:</p> <ul style="list-style-type: none"> a. A district-wide average of at least 1,000 instructional hours in grades 1-8 and a district-wide average of at least 1,080 instructional hours in grades 9-12, <p style="text-align: center;">or</p> <ul style="list-style-type: none"> b. A district-wide average of 1,027 hours in grades 1-12.
		<p>If your district answered no to any of the questions above, please explain why.</p>
		<p>What is the predominant bell schedule in a typical school year for the high schools in the school district? (If the district uses more than one type of schedule, please click "Other" and explain).</p>

- Six-Period Day
- Seven-Period Day
- Eight-Period Day
- A/B Block
- 4x4 Block
- 5 Period, Trimester
- Other (Please Specify):

NOTE: A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance with RCW 28A.150.220 provided the district meets the conditions of the waiver.

Has the district obtained a waiver from the 180-day school year from the State Board of Education or Office of Superintendent of Public Instruction?

- YES NO

After use of the waiver, what is the planned number of school days in the calendar?

- 175 Full School days.
- 3 Half/Partial School days.

NOTE: State law does not prescribe the amount of time necessary to count a day as a full or partial day. Please answer the question based on your local discretion of whether a day is full or partial.

Which method of calculating instructional hours is your district using to demonstrate compliance with the minimum offering of instructional hours required by [RCW 28A.150.220\(2\)](#)?

- A district-wide average of at least 1,000 instructional hours in grades 1-8 and a district-wide average of at least 1,080 instructional hours in grades 9-12.

How many hours are the average in grades 1-8?
How many hours are the average in grades 9-12?

- OR -

- A district-wide average of 1,027 hours in grades 1-12.

1,051 How many hours are the average in grades 1-12?

Which approach did the district take in calculating instructional hours is your district using to demonstrate compliance with the minimum offering of instructional hours required by [RCW 28A.150.220\(2\)](#)? See [SBE Interpretive Statement](#) and SBE Instructional Hours FAQ for further information.

- District-wide average of schools' instructional hour offerings
- District-wide average of instructional hour offerings to students
- Other (please describe):

Is the High School and Beyond Plan available electronically?

- Not Available (Electronic High School and Beyond Plans are required for SY 2020-2021)
- WSIPC (Was My Data Solutions) /My Data Solutions (Skyward)
- School Data Solutions/WOIS
- Naviance
- Xello (Used to be Career Cruising)
- Cirkled In
- Kuder
- Maia Learning
- Major Clarity
- School Links
- You Science
- Google Forms
- Other (please describe):

What grade level does the district start each student's High School and Beyond Plan?

- 6
- 7
- 8
- Not Available
- Other (please describe):

2020 Reopening Plan for the 2020-2021 School Year

Please complete the reopening supplement before proceeding. The reopening template from OSPI may be accessed [HERE](#) and must be completed two weeks before the start of the school year.

The local education agency (i.e. district) has completed the reopening supplement.

YES NO

9/8/2020 Planned school reopening date.
6/18/2021 Planned last day of school 2020-2021.

Does the district intend to make use of the instructional hour definition to provide distance learning for School Year 2020-2021 as provided for in WAC 180-16-200 in WSR 20-15-153?

- YES
- NO
- Only if local and state health requirements require closure or other public health measures
- Other (please describe):

Your feedback on how state-level policy can support your efforts is appreciated and will help inform policy proposals at the state. Please provide policy suggestions or describe state-level opportunities to have the education system support your delivery of basic education during the COVID-19 epidemic and to transform the education system for the better. Simply put, what do you need from the state to support student learning?

NOTICE: State Board of Education approval of Form Package 600 (Minimum Basic Education Requirements Compliance) does not confer approval of reopening plans. This is intended to support collection of the reopening plans and next steps on the use of reopening plans is not intended to be concluded with approval of Form Package 600.

Please act upon the following guiding values in planning for the 2020-2021 school year:

Equity

The COVID-19 public health crisis has shed light on and has exacerbated long-standing inequities in the education system. Rather than returning to normal, this situation presents an opportunity to transform the system into one that serves all students equitably.

Student and family voice

All too often policymakers develop policies to help address student needs without consulting students on what their needs are or how to best help. Students and families must be essential partners in the collective process of policymaking to create an equitable education system.

Student well-being

Addressing student well-being is critical for building an equitable education system. Ensure students and staff return to a safe environment consistent with Department of Health and local health department guidelines.

District Graduation Credit Requirements

Instructions: On page two, the graduation requirements will automatically total based on what data you input for each specific graduation requirement, so there is no need to manually enter the total number of graduation requirements (please do not use the “electives” box to manually enter a total). If data are reported that appear to be below the minimum high school graduation requirements, then SBE staff will follow up with the district to either identify that it was a mistake or to resolve an issue of noncompliance. Minimum high school graduation requirements are [explained on the SBE website](#) or can be found in [Chapter 180-51 WAC](#).

Districts Granting High School Diplomas State High School Graduation Minimum Requirements for Class of 2021 (RCW 28A.230.090 Chapter 180-51)		
Please Check One		
Yes	No	
<input checked="" type="radio"/>	<input type="radio"/>	Subject Area Graduation Requirements District meets or exceeds 24-credit graduation requirements in WAC 180-51-068 .
<input checked="" type="radio"/>	<input type="radio"/>	College Academic Distribution Requirements Students have access to courses and instruction necessary to meet the College Academic Distribution Requirements (RCW 28A.600.160).
<input checked="" type="radio"/>	<input type="radio"/>	High School and Beyond Plan District provides a High School and Beyond Plan that meets or exceeds the requirements in WAC 180-51-220 .
<input checked="" type="radio"/>	<input type="radio"/>	Graduation Pathways Options District provides graduation pathway options pursuant to WAC 180-51-230 .

K-12 Districts Only Indicate your district’s graduation requirements in the table below. Please indicate high school graduation requirements for a typical student.	
Are all students and all schools required to meet the same graduation requirements?	<input checked="" type="radio"/> Yes <input type="radio"/> No, Please Describe:
SUBJECT	District Graduation Credit Requirements for Class of 2021
English	4.0
Math	3.0
Social Studies	3.0
Science	3.0
How many are laboratory science credits? 1.0	

Arts	2.0
Occupational Education/CTE	1.0
Health	0.5
Physical Education (Fitness)	1.5
World Languages	2.0
Electives	4.0
<p>Other District Requirements (select all that apply):</p> <p><input checked="" type="checkbox"/> High School and Beyond Plan</p> <p style="padding-left: 20px;"><input type="checkbox"/> For-Credit as a Standalone Course</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Embedded in a For-Credit Course (please specify): Quarter credit for annual High School and Beyond Updates and culminating projects.</p> <p style="padding-left: 20px;"><input type="checkbox"/> Required but Not-For-Credit</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other (please specify):</p> <p><input type="checkbox"/> Culminating Project</p> <p style="padding-left: 20px;"><input type="checkbox"/> For-Credit as a Standalone Course</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Embedded in a For-Credit Course (please specify): The culminating project is part of the quarter credit for senior year and a requirement for graduation.</p> <p style="padding-left: 20px;"><input type="checkbox"/> Required but Not-For-Credit</p> <p style="padding-left: 20px;">Other (please specify):</p> <p><input type="checkbox"/> Community Service</p> <p style="padding-left: 20px;"><input type="checkbox"/> For-Credit as a Standalone Course</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Embedded in a For-Credit Course (please specify): 80 hours of community service is part of the culminating project.</p> <p style="padding-left: 20px;"><input type="checkbox"/> Required but Not-For-Credit</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other (please specify):</p>	<p>If there are multiple requirements for credit, please describe how many credits for each subject (please specify):</p>

<input type="checkbox"/> Computers and Digital Technology <ul style="list-style-type: none"> <input type="checkbox"/> For-Credit as a Standalone Course <input type="checkbox"/> Embedded in a For-Credit Course (please specify): <input type="checkbox"/> Required but Not-For-Credit <input type="checkbox"/> Other (please specify): <input type="checkbox"/> Financial Education <ul style="list-style-type: none"> <input type="checkbox"/> For-Credit as a Standalone Course <input type="checkbox"/> Embedded in a For-Credit Course (please specify): <input type="checkbox"/> Required but Not-For-Credit <input type="checkbox"/> Other (please specify): <input type="checkbox"/> Other (specify): <ul style="list-style-type: none"> <input type="checkbox"/> For-Credit as a Standalone Course <input type="checkbox"/> Embedded in a For-Credit Course (please specify): <input type="checkbox"/> Required but Not-For-Credit <input type="checkbox"/> Other (please specify): 	
TOTAL	24.0

Graduation Pathways Available to Students in Your District for the Class of 2021 (select all that apply):

- Dual Credit
 - College in the High School
 - Free to the Student, Fees Paid by School/Other
 - Running Start
 - Free to the Student, Fees Paid by School/Other
- Career and Technical Education
 - Free to the Student, Fees Paid by School/Other

AP/IB/Cambridge

Advanced Placement (AP)

- Administration During the School Day
- Free to the Student, Fees Paid by School/Other
- Saturday Administration of Graduation Pathway

International Baccalaureate (IB)

- Administration During the School Day
- Free to the Student, Fees Paid by School/Other
- Saturday Administration of Graduation Pathway

Cambridge

- Administration During the School Day
- Free to the Student, Fees Paid by School/Other
- Saturday Administration of Graduation Pathway

Bridge to College courses or other transition course

Armed Services Vocational Aptitude Battery

- Administration During the School Day
- Free to the Student, Fees Paid by School/Other
- Saturday Administration of Graduation Pathway

Sequence of Career and Technical Education Courses ([WAC 180-51-230\(\(5\)\(h\)\)](#))

- Administration During the School Day
- Free to the Student, Fees Paid by School/Other

State Assessments in ELA and Math (Smarter Balanced Assessment and WA-AIM)

NOTE: For the Class of 2021, Certificate of Individual Achievement options available to qualifying students.

Yes Does your district have a written policy to award mastery/competency-based credit?

If **YES**, is this a permanent policy or a policy responsive to the COVID-19 situation?

- Permanent Policy
- Temporary Policy Responsive to COVID-19 Situation

Please provide the link to the written district policy on mastery/competency-based credit:

<https://wwps.org/district/information/school-board/procedures/series-2000/5154-2409-credit-for-competency-proficiency>

In which subjects areas? Please check all that apply.

- Competency/Mastery-Based Diploma
- All Subjects
- World Language
- Physical Education

- Math
- Science
- English Language Arts
- Integrated Environmental and Sustainability Education
- Social Studies
- The Arts
- CTE/Occupational Education
- Health
- Other (please describe):

Seal of Biliteracy

Information on graduation requirements can be found [HERE](#).

What is the predominant bell schedule in a typical school year for the high schools in the school district? (If the district uses more than one type of schedule, please click "Other" and explain).

- Six-Period Day
- Seven-Period Day
- Eight-Period Day
- A/B Block
- 4x4 Block
- 5 Period, Trimester
- Other (please describe):

RCW 28A.150.210 describes the goals of the program of basic education:

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- (1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- (3) Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- (4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Any other comments relevant to your district’s provision of the program of basic education? (Optional)

CERTIFICATION OF COMPLIANCE	
<p>The following persons named below certify that the information stated herein is true and correct and that Walla Walla Public Schools meets the basic education program requirements contained in <u>RCW 28A.150.220</u> and the minimum high school graduation requirements set forth in <u>Chapter 180-51 WAC</u>.</p> <p>The undersigned further acknowledge that a copy of this document has been provided to the district’s Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.</p>	
<p>Wade Smith School District Superintendent</p>	<p>8/24/2020 Date (MM/DD/YY)</p>
<p>Sam Wells Board President or Chair</p>	<p>8/24/2020 Date (MM/DD/YY)</p>

WSSDA
Boards of Distinction
INSPECT. IDENTIFY. INSPIRE.

About the application

Your essays will be based on the [Washington School Board Standards](#). Make sure to talk about the success and outcomes of the work of your board. For your application to receive the highest score possible, make sure your essays reflect the standards.

1. Thank you for applying! **The application deadline is September 15, 2020.**
2. Please keep in mind that your submission must pertain to board work within the *2019-20 school year*.
3. You will be asked to submit two written essays: one on how your board has addressed the opportunity gap and one based on the school board standard that you choose. The optional topics are benchmarks from three different WSSDA School Board Standards.

Note: It is possible to save your work and return later to finish your submission. However, YOUR WORK WILL ONLY BE SAVED FOR 30 DAYS. An asterisk (*) denotes a required field.

SECTION I: DISTRICT INFORMATION

School District *

Walla Walla Public Schools

Address *

364 S Park St

Address Line 1

Address Line 2

Walla Walla

City

Washington

State

99362

ZIP Code

Student enrollment: *

- 1 - 1,000 1,001 - 9,000 9,001 and over

Board Chair *

Sam

First Name

Wells

Last Name

Board Chair phone number

(802) 440-1233

Board Chair email *

swells@wwps.org

Superintendent *

Wade

First Name

Smith

Last Name

Superintendent phone number

(509) 526-6714

Superintendent email *

wsmith@wwps.org

Upload a photo of your school board *

Choose File

Remove File

School Board 121719.jpg

SECTION II: BOARDMANSHIP

What is the date of your most recent superintendent evaluation? *

March 3, 2020

What is the date of your most recent board self-assessment? *

December 2019

Do you have a current strategic/district improvement plan? *

Yes No

What years does it cover? *

2017-2022

SECTION III: PROFESSIONAL DEVELOPMENT

Professional development is a common element among highly successful boards. In a short paragraph or a few bullet points, please describe one professional development activity your board completed together, as well as the outcome. *

Our 2019 PD centered on new board chemistry. All attended the 2019 WSSDA conference. Our daylong bi-annual Jan board retreat, facilitated by WSSDA's Tricia Lubach, focused on 1) Our "why"; 2) Operating as a high-functioning team; and 3) Mid-term review of our 2017-22 Strategic Plan. We discussed the relationship between board governance and student outcomes, reviewed survey data, analyzed our board self-assessment and discussed policies and procedures related to governance, communication and operations. Members openly shared their thoughts around these topics and began working towards consensus building around collective leadership. We disagree but have established a framework for constructive dialog.

We have gone individually and in different years to PLC (Prof. Learning Community) Conferences. This common understanding of true and sustained PLC and how it affects student success significantly influences us as we govern to follow our strategic plan and close the opportunity gap.

SECTION IV: OPPORTUNITY GAP

In this section please provide an essay and up to three pages of supporting evidence.

In your essay, please address all of the following items:

1. What decisions or actions did your board take this past year to positively impact the opportunity gap?
2. What evidence of success resulted from these decisions or actions by the board?
3. Demonstrate how you analyze data and how you apply the results toward closing the opportunity gap.
4. Link evidence of progress or success resulting from your board's decision or actions.

Opportunity Gap Essay *

- 1) Born out of a deep concern over declining kindergarten readiness across our district, on Oct 15, 2019 the Board took a bold step by repurposing Blue Ridge Elementary, a 70,000 sq ft school, into the Center for Children and Families (CCF). This site will be a comprehensive early learning center that will house HeadStart, ECEAP, transitional kindergarten and numerous other community family-supporting agencies. Preceding the decision was 8 months of study and outreach by the full board that originated from alarming statistics/trends. The open and transparent process can be found at <https://www.wwps.org/district/information/school-board/elementary-consolidation-review-and-early-learning-expansion>. Every year, fewer and fewer Walla Walla kindergarten students were entering school prepared socially, emotionally or academically. Lack of access, influences of poverty and other contributing factors continue to impact readiness. Local data revealed that nearly 2/3rds of incoming kindergarten students lack availability to formal early learning experience/exposure in the Walla Walla region; many of whom were students from poverty, second language learners and those with disabilities. With less than one in four kindergarten students coming to school kindergarten-ready, nearly half the statewide average, this decision ensures all Walla Walla students and their families are prepared for success in kindergarten.

Included in the decision was a robust transition plan to support the transition of the students and staff from Blue Ridge and the schools that would welcome them. The resulting boundary re-alignment will provide far better demographic desegregation across the remaining elementary schools and the two middle schools. Our CCF plan was sufficiently compelling to receive state start-up funds and we will invite visits to share our facility.

While the center will be limited in serving students onsite this fall due to the pandemic, we already have dozens of families signed up for our new transitional kindergarten program and outside community agencies relocating to the center to serve families as soon as conditions allow. Stay tuned for updates!

- 2) We are in the middle of our well thought out 5-year strategic plan (2017-2022), so our successes are not from decisions to do things different, but rather the decision to stay-the-course. The most dramatic result of this focus so far (since we were cheated by the pandemic out of the spring testing) was to exceed our 2022 4-year graduation goal of 85% by achieving 91.7% years early. Notably, the 4-year graduation rate of the 40% Hispanic/Latino minority group in our district was 89.3%, up 19.5% over 5 years and 13.6% above the state average!

[Choose File](#) [Remove File](#) APP A - WW CCF Approval.pdf

Please limit total amount of evidence to 3 pages. More than 3 pages may result in score reduction.



Board approves Early Learning Center

<https://www.wwps.org/news/spotlight/5643-school-board-approves-early-learning-center>



Superintendent Dr. Wade Smith addresses the school board's decision to develop an Early Learning Center.

Following eight months of study, stakeholder engagement, and deliberation, the Board reached a unanimous decision at last night's meeting to repurpose Blue Ridge Elementary School to a building-wide, community Early Learning Center effective the 2020-21 school year. This transition will necessitate the relocation of approximately 200 students and faculty from Blue Ridge to other elementary school sites; an impact that our Board did not take lightly. However, as their near year-long analysis revealed, the financial reality of serving 250 less elementary students than we did just nine years ago, coupled with the dire need to reverse our downward kindergarten readiness trends, resulted in the clear and convincing solution they identified.

Every year, fewer and fewer kindergarten students are coming prepared academically and socially, primarily due to lack of access for most families in our community. With less than 1 in 4 kindergarten students coming to us kindergarten ready, nearly half as less as the statewide average, this has resulted in dramatic challenges in meeting student needs. If you talk to any of our kindergarten or primary teachers they can relay first hand the impacts and alarming trends they are seeing. Shockingly, recent data reveals that nearly 2/3rds of our incoming kindergarten students have no access to formal early learning exposure before stepping foot into our schools.

Transitioning Blue Ridge to an early learning center will be nothing short of a "game changer" for our school district, community, and students. As we discussed last night, imagine the impact in just two years, when not one-in-four,

but two or three-in-four come to kindergarten ready due to the unprecedented access and opportunity that will now be available for Walla Walla families? Instead of pouring immense resources into remediating incoming students (like we are forced to do now), we could be using those same dollars and services to ENRICH their learning. Our School Board has now made this vision a reality with last night's decision.

Although elated with the early learning opportunities this decision provides, our School Board also expressed deep concern for Blue Ridge students, staff and families during this transition. Last night the Board provided specific supports, guidance, and measures to be taken to ensure our entire Blue Ridge community is cared for. As directed, they provided the following guidance and expectations as we implement this transition:

- Establish transition plans that allow individual Blue Ridge families/students the ability to remain together in their new school
- Ensure that transportation is made available to Blue Ridge attendance area families to and from their new school
- Maintain dual language program access for current Blue Ridge program students
- Establish a Spanish-speaking point-of-contact person who can serve to assist and support all of our Blue Ridge families through this transition and into the following school year
- Develop a staffing plan that maintains employment for current Blue Ridge staff
- Ensure sufficient resources are available to support Blue Ridge students and families at the transitioned schools
- Develop transition plans that prioritize appropriate class sizes
- Provide the Board with the following reports/data regarding this matter:
 - On or before January 21, 2020: Overview of the transition plan for 2020-21
 - September '20: Update on the transition
 - November '20: Former Blue Ridge family survey and attendance data review
 - May '21: I-ready performance data for former Blue Ridge Students
- In light of this undertaking, the Board also directed that we delay the boundary review process until the 2020-21 school year. This will ensure that staff attention and resources are fully committed to supporting Blue Ridge students, families, and staff this year and next.

As you can imagine, there is a tremendous amount of work, outreach, and coordination that lay ahead as we implement the Board's decision; from Blue Ridge student/staff transitions to the development of the early learning center concept. As we have continued to do throughout this entire process, we remain committed to working collaboratively with staff, union leadership, parents, and community partners. I will continue to communicate and provide regular updates to all staff and stakeholders as we solicit feedback, develop plans, and finalize supports in accordance with our Board's expectations.

As always, if you have any questions, please do not hesitate to ask.

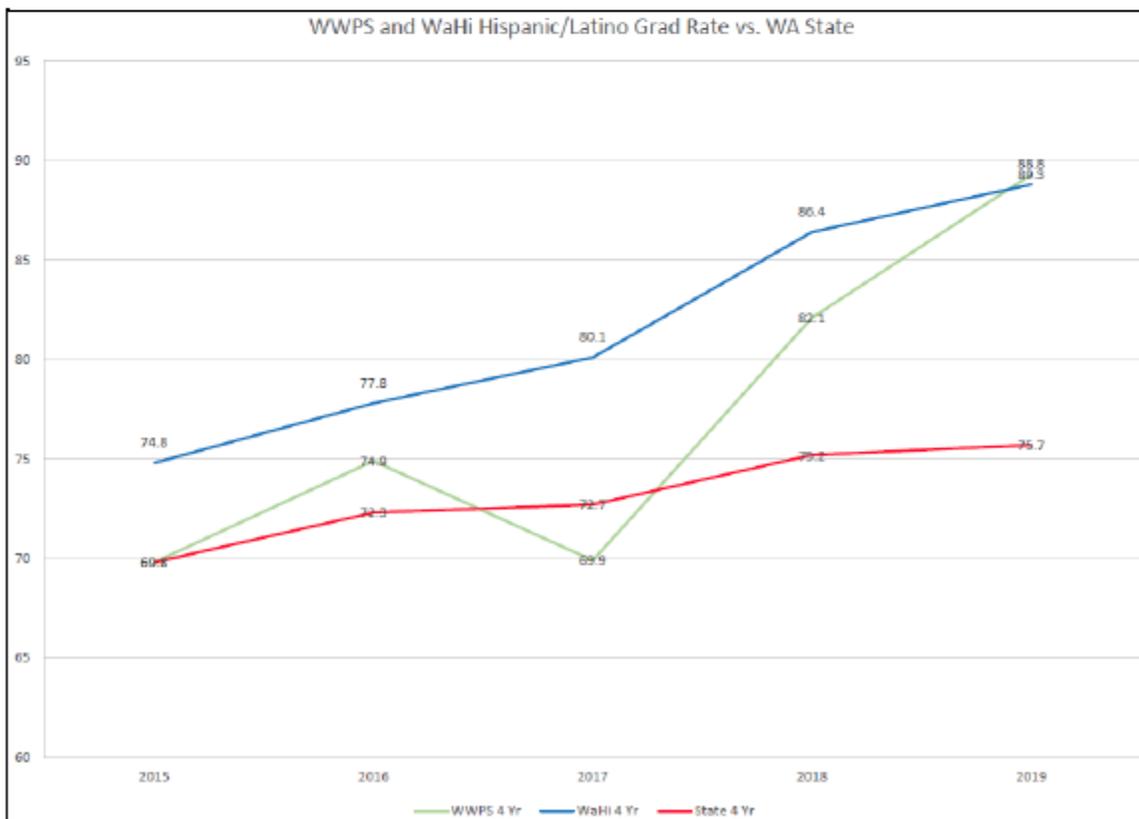
Respectfully,

Wade Smith, Ed.D.
Superintendent
Walla Walla Public Schools

File 2 Optional — Opportunity Gap Evidence

[Choose File](#) [Remove File](#) APP B - Graduation Rates.pdf

Please limit total amount of evidence to 3 pages. More than 3 pages may result in score reduction.



SECTION V: BENCHMARK

Please indicate which one of the three benchmarks you will address below. Provide an essay and evidence of progress or success in the selected area that resulted from actions taken or decisions made by the board. The standard you chose will appear after you click on your selection. *

- Standard 1/Benchmark E
- Standard 3/Benchmark C
- Standard 5/Benchmark A

Standard 3/Benchmark C

Create conditions district-wide for student and staff success by providing for learning essentials, including rigorous curriculum, technology and high-quality facilities.

Indicators:

1. Does the board ensure that a course of study and graduation requirements are established that align with the community's high expectations for the achievement of students?
2. Do the board policies and budget provide the necessary curriculum materials supplemental tools, resources and staff development to maximize student learning?
3. Does the board have a curriculum adoption cycle and a process for selecting curriculum that includes involvement of the community and parents in curriculum selection?
4. Does board policy require rigorous evaluation of curriculum and supplemental materials on a regular basis to ensure that curriculum materials clearly align with state and district standards and are positively impacting student achievement?
5. Does the board have policy in place for the support, evaluation and updating of technology?
6. Does the board periodically review and evaluate district facilities and have in place a long-term facilities plan for construction and maintenance?

Benchmark Essay *

The 5-year Strategic Plan for Walla Walla covers the years 2017-22 and we are reaping the benefits that come from being 3 years into a well-planned and adhered-to document. Curriculum was one area that suffered prior to the plan. From 2011-2015, curriculum adoption funds were inconsistent and inadequate, ranging from \$62,000 to \$260,000, with a catch-up allocation of \$800,000 in 2016-17 that funded two major adoptions. Part of the plan implementation was deciding on how much to consistently fund each initiative. The board chose to add \$100,000 of curriculum funding to the \$400,000 baseline funding.

The current board policy and corresponding procedures for the 5-year Strategic Plan calls for updating each major curriculum every 7 years. All curriculum brought before the board for approval includes a presentation showing how it fits into the adoption cycle as well as firm grounding in Policy 2020 – Course Design, Selection and Adoption of Instructional Materials. The policy and procedures outline the specific process that insures our investment sets our students up for success and has input from the community and parents. One goal of our strategic plan is having an aligned and coherent system and we expect our multi-year focus on curriculum to impact student success. It was definitely trending up, but unfortunately COVID-19 interrupted our school year and prevented the usual ways to measure student achievement.

In a process similar to the Strategic Plan funding of Curriculum, in 2017 the Board directed funding for technology to be increased by \$183,000 over the baseline funding of \$520,000 to allow for a 5-7 year rotation of chrome books, computers and standard classroom audio/video tech. This uptick in technology and tech support, and additional visionary investment in the last three years, expanded our inventory to the point where we were able to achieve a 1:1 ratio critical for success and equity as we begin distance-learning 2.0 this fall. It is hard to believe that prior to 2017 there was no planned rotation process and our Chromebook per student ratio was about 1:4.

The most recent periodic facilities review and long-range facilities improvement plan commenced fall 2016. The result of this Community Facility Task Force report was the 72.54% approval of a November 2018 bond that funds complete renovation of both high schools and one of the two middle schools, as well as funding other district-wide health, safety, educational and infrastructure improvements, such as new roofs and HVAC systems. The science building at WW High School is the first completed construction project. Starting this fall, our students will no longer have science classes in rooms dating back over 50 years! Bond construction will continue for the next two years and information and updates can be found at <https://www.wwps.org/bond>.

Choose File

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APP C - 5-year Strategic Investments.pdf

Please limit total amount of evidence to 3 pages. More than 3 pages may result in score reduction.

The final decisions adopted by the Board as its commitment to strategically fund the 5-year plan are circled.

5-year Strategic Investments Adopted

Strategic Initiatives	Current	Enhanced	Comprehensive	
Curriculum	\$0(\$400,000)	\$100,000	\$140,000	
Technology	\$0	\$183,000	\$379,000	
Post-Secondary Culture	\$0	\$60,000	\$105,000	
DW Behavioral Support	\$0	\$180,000	\$270,000	
DW Safety and Security	\$0	\$85,000	\$195,000	
Student Engagement	\$0	\$151,000 (\$130,000 yr2)	\$226,000	
Latino Student and Family	\$0	\$71,000	\$204,000	

File 2 Optional — Benchmark Evidence

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APP D - Curriculum.pdf

Please limit total amount of evidence to 3 pages. More than 3 pages may result in score reduction.

Walla Walla Public Schools – Strategic Planning Worksheet Initiative Proposal Development					
Goal: Aligned and Coherent Systems					
Initiative: Curriculum Adoption Program					
Committee Membership: Christy Krutulis, Casey Monahan, Angie Pedroza, Erin Dorso, Kerri Coffman, Kim Doepker, Gina Yonts, Monica Nelson, Rob Ahrens, Mark Pickel, Wade Smith					
Additional Information: From 2011-2015, anywhere from \$62,000 to \$260,000 was allocated towards curriculum adoptions. With such variance in allocation, no current/predictable adoption cycle has been implemented. For the 2016-17 school year \$800,000 was allocated in an effort to adopt two curriculums as planned.					
<ul style="list-style-type: none"> The proposals for the curriculum materials and adoption cycle is based on the length of time from last adoption in content area and grade level, as well as the implementation of Washington State Standards. The proposed 5 year plans below are based on a 7-year adoption cycle. (e.g. each major curriculum would be updated every 7 years) 					
"Baseline" Program		"Enhanced" Program		"Comprehensive" Program	
<ul style="list-style-type: none"> This model includes one major adoption a year and necessary professional development to support the implementation (training and consulting time). This model includes our K-12 ELA and Math diagnostic, growth monitoring and online instruction tools for the main purposes of evaluating whether or not the core materials we are using for instruction are supporting students in achieving at least one year's worth of growth. This model includes a necessary allocation to support schools as they work towards wall-to-wall social emotional curriculum/program implementation This model includes required Special Education consumable materials. 		<ul style="list-style-type: none"> This model includes one major adoption a year with necessary professional development to support the implementation (training and consulting time). This model includes our K-12 ELA and Math diagnostic, growth monitoring and online instruction tools for the main purposes of evaluating whether or not the core materials we are using for instruction are supporting students in achieving at least one year's worth of growth. This model includes a necessary allocation to support schools as they work towards wall-to-wall social emotional curriculum/program implementation This model includes required Special Education consumable materials. This model includes additional money to support high school science materials and non-consumable lab supports. This model includes an annual allocation toward a replacement cycle for fine arts (instrument rotation schedule) and physical education programs. 		<ul style="list-style-type: none"> This model includes one major adoption a year with necessary professional development to support the implementation (training and consulting time). This model includes our K-12 ELA and Math diagnostic, growth monitoring and online instruction tools for the main purposes of evaluating whether or not the core materials we are using for instruction are supporting students in achieving at least one year's worth of growth. This model includes a necessary allocation to support schools as they work towards wall-to-wall social emotional curriculum/program implementation This model includes required Special Education consumable materials. This model includes additional money to support high school science materials and non-consumable lab supports. This model includes an annual allocation toward a replacement cycle for fine arts (instrument rotation schedule) and physical education programs. This model includes an accelerated science upgrade at the elementary level. 	
Current Investment	\$400,000 (-\$400,000 from current budget)	Enhanced Investment	\$500,000 (-\$300,000 from current budget)	Comprehensive Investment	\$540,000 (-\$260,000 from current budget)

File 3 Optional — Benchmark Evidence

[Choose File](#) [Remove File](#) APP E - Technology.pdf

Please limit total amount of evidence to 3 pages. More than 3 pages may result in score reduction.

Walla Walla Public Schools – Strategic Planning Worksheet
Initiative Proposal Development

Goal: **Aligned and Coherent Systems**

Initiative: **Technology Program Development**

Committee Membership: **Technology Task Force** (Conor Fish, Martin Telstad, William Calhoun, Shannon Ahrens, Tara Jasper, Russell Carroll, Michelle Shaul, Casey Monahan, Mark Pickel, Christy Krutulis, Forrest Baker, and Sam Wells)

“Current” Program		“Enhanced” Program		“Comprehensive” Program	
Maintain current level of technology use, access, and services in our schools. <ul style="list-style-type: none"> Current budget includes: <ul style="list-style-type: none"> Instructional Tech, District Contracts, District Capital, Repairs & Supplies, School Discretion Tech, Prof Dev *District Tech Dept Staff (Director, Asst Dir., 2 Engineers, 4 Techs, 1 Secretary) Tech Coordinator stipends (each school, 10 total) No planned rotation for current district purchased computers and Chrome devices. <ul style="list-style-type: none"> Continue to replace more lab PCs with Chrome devices to reduce costs. Currently no rotation for standard classroom audio/video tech (PC, Projector, DocuCam). Continue to support ED Tech coaches (Green sheets) for district wide tech training. 		Enhanced technology plan attempts to bring WWPS to par with most regional school districts. <ul style="list-style-type: none"> Increase support of high quality instruction and engaging students by adding 40 classrooms with interactive tech per year with teacher training. Implement 5 yr rotation for chrome devices and 7 yr for computers (recommended End of Life cycle) Implement 7 yr rotation for standard classroom audio/video tech (recommended EOL). Additional professional coaching with ½ time ED Tech TOSA. Elementary school chromebook cart baseline of 5. One per 1st – 5th grade. Secondary school chromebook cart baseline of 1 cart per 4 classrooms. 		A comprehensive technology program provides us a competitive edge in the region. <ul style="list-style-type: none"> Increase support of high quality instruction and engaging students by adding 40 classrooms with interactive tech and voice amplification systems per year, with teacher training. Implement 5 yr rotation for chrome devices and 7 yr for computers (recommended EOL cycle) Implement 7 yr rotation for standard classroom audio/video tech (recommended EOL). Full-time ED Tech Coach for PLC & in-class teacher support on teaching with technology. Elementary school chromebook cart baseline of 6. One per K – 5th grade. Secondary school chromebook cart baseline of 1 cart per 2 classrooms. 	
~ Current Investment	\$520,000	Increase over current	\$183,000	Increase over current	\$379,000

* Costs not included in overall investment

BOARD OF DIRECTORS
Regular Business Meeting & Executive Session – 4:00 p.m.
August 18, 2020
Online/Virtual Board Meeting
*(Note: Pursuant to the Governor’s Proclamation No. 20-28,
school board meetings during the COVID-19 disease outbreak
must not take place in-person, but occur remotely.)*

PRESENT

BOARD OF EDUCATION

Mr. Sam Wells, President
Mr. Derek Sarley, Vice President
Mrs. Ruth Ladderud
Mr. Eric Rindal
Mrs. Terri Trick

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Mr. Chris Gardea, Assistant Superintendent
Mrs. Nancy Taylor, Director of Fiscal Services

I. CALL TO ORDER

The meeting was called to order at 4:00 p.m. by President Mr. Sam Wells.

II. FLAG SALUTE

Mr. Wells announced the flag salute is temporarily suspended while meetings are being held online.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

Mr. Sarley moved and Mrs. Trick seconded approval of the agenda as presented; Mr. Rindal requested to add consent item 9) Resolution 20-2020 – Pioneer Middle School New In Lieu Replacement Option. The motion carried unanimously. Mr. Wells called for approval of the modified agenda, which passed unanimously.

V. CONSENT AGENDA

Mr. Rindal moved and Mrs. Trick seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) non-athletic extra & co-curricular contracts; 3) approval of teachers/administrators who hold a limited teaching/administrative certificate; 4) August 4 & August 18 accounts payable and July payroll; 5) July financial report; 6) 2020-2021 Perkins Grant; 7) Head Start Policy Council selection process; 8) regular business meeting minutes of July 21, 2020; and 9) Resolution 20-2020 – Pioneer Middle School New In Lieu Replacement Option. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

VII. COMMUNICATIONS

VIII. CITIZENS’ COMMENTS

IX. REPORTS

Board of Directors Report: Mr. Rindal reported continued monitoring of reports of new testing for COVID-19; Mrs. Ladderud reported her work on the 2020 Washington State School Directors Association (WSSDA) Board of Distinction Application, which will be presented for board approval on September 1; Mr. Sarley reported his participation in recent WSSDA caucus meetings to discuss educational priorities and position proposals; and Mr. Wells commended all who have been involved in recent negotiations in preparation for the start of school.

Superintendent's Report: Dr. Smith welcomed Mr. Sergio Razo as the district's new Director of Technology; reported on the many hours and staff involved in preparing for the start of school this fall, commending all involved for their tireless efforts; and provided an update of bond project activities, including recent bid openings for Walla Walla High School and Pioneer Middle School.

2019-2020 Projected Ending Fund Balance: Dr. Smith and Mrs. Taylor reported on the projected ending fund balance for 2019-2020.

Resolution 18-2020 – 2020-2021 Budget and Four-Year OSPI Budget Outlook: Dr. Smith and Mrs. Taylor reviewed the 2020-2021 budget and four-year OSPI budget outlook, recommending the board hold regular budget updates over the coming months to address long-term expenditure reduction strategies in addition to current year revenue corrections the state will implement based on reduced enrollment, transportation allocations, food service and other COVID impacted items.

Resolution 19-2020 – District Reopening Plan: Dr. Smith updated the board on plans for reopening schools for the fall of 2020 and presented Resolution 19-2020 – District Reopening Plan for board approval.

Second Reading Board Policy 2255 – Alternative Learning Experience Courses: Dr. Smith presented Board Policy 2255 – Alternative Learning Experience Courses for second reading.

First Reading Board Policy 6106 – Allowable Costs for Federal Programs: Dr. Smith presented Policy 6106 – Allowable Costs for Federal Programs for first reading.

X. ACTION ITEMS

Resolution 18-2020 – 2020-2021 Budget: Mr. Sarley moved and Mr. Rindal seconded approval of Resolution 18-2020 – 2020-2021 Budget as presented; the motion carried unanimously.

Resolution 19-2020 – District Reopening Plan: Mrs. Ladderud moved and Mrs. Trick seconded approval of Resolution 19-2020 – District Reopening Plan as presented; the motion carried unanimously.

Second Reading Board Policy 2255 – Alternative Learning Experience Courses: Mr. Sarley moved and Mrs. Ladderud seconded approval of Board Policy 2255 – Alternative Learning Experience Courses as presented; the motion carried unanimously.

XI. RECESS TO EXECUTIVE SESSION:

At 5:30 p.m., President Wells announced the board of directors would be recessing to executive session for approximately one hour to discuss with legal counsel representing the district matters related to district enforcement actions, or litigation or potential litigation to which the district, the board, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the district. All board members were present except Mr. Wells who was excused. The executive session concluded at 6:30 p.m. and was not open to the public.

XII. RECONVENE REGULAR MEETING & ADJOURNMENT

At 6:30 p.m. Vice President Sarley reconvened the regular meeting and declared the meeting adjourned.

Minutes to be presented for board approval on September 1, 2020.

APPROVED:

Dr. Wade Smith, Superintendent
and Secretary of the Board
- Mrs. Susie Golden, Recorder

Mr. Sam Wells
School Board President